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ABSTRACT

This paper uses the integration of the disciplines of counseling psychology and teacher education in their work in Professional Development Schools (PDS) as a model to generate recommendations for restructuring schools, colleges, and departments of education (SCDE). Because the involvement of counseling psychologists in PDS has created a win/win situation from the perspective of teacher education and counseling psychology faculty as well as the school-based PDS personnel, a more thorough examination of this collaboration may provide insights from actual practice in restructuring to guide the reform activities in SCDE. After setting a historical context, data from interviews with principals, teachers, teacher educators, and counseling psychologists who are actively collaborating together in PDS are summarized. The lessons learned from these collaborations are identified and used to create recommendations for SCDE reform. (Contains 37 references.) (Author/IAH)

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Win/Win Restructuring:
Counseling Psychology Collaboration with Teacher Education in Professional Development Schools

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Win/Win Restructuring:
Using Counseling Psychology's Collaboration with Teacher Education in Professional Development Schools as a Model

ABSTRACT

This paper uses the integration of the disciplines of counseling psychology and teacher education in their work in Professional Development Schools (PDS) as a model to generate recommendations for restructuring school, colleges, and departments of education (SCDEs). Because the involvement of counseling psychologists in PDSs has created a win/win situation from the perspective of teacher education and counseling psychology faculty as well as the school-based PDS personnel, a more thorough examination of this collaboration may provide insights from actual practice in restructuring to guide the reform activities in SCDEs. After setting an historical context, data from interviews with principals, teachers, teacher educators and counseling psychologists who are actively collaborating together in PDSs are summarized. The lessons learned from these collaborations are identified and used to create recommendations for SCDEs reform.

Win/Win Restructuring:
Using Counseling Psychology's Collaboration with Teacher Education in Professional Development Schools as a Model

Increasingly, authors are pressing for the need to restructure schools, colleges, and departments of Education (SCDEs) so they support the work of educational reform (e.g., Clift, Veal, Johnson, & Holland, 1990; Stoddart, Winitzky, & O'Keefe, 1992; Winitzky, Stoddart, & O'Keefe, 1992). Meaningful educational reform requires that SCDEs undergo radical, systemic change, similar to that advocated for the Professional Development Schools (PDSs, Holmes Group, 1986). For further description of PDSs, see the Holmes Group, 1988; Murray, 1986; Wiggins, 1986; Yinger & Hendricks, 1990; Zimper, 1990. These calls for reform of SCDEs suggest broad scope reform; all aspects of SCDEs could be affected (Holmes, 1986, 1990).

The purpose of this paper is to use the integration of the discipline of counseling psychology into the PDS reform agenda as a model from which to generate recommendations for restructuring SCDEs. Because the involvement of counseling psychologists in PDSs has created a win/win situation from the perspective of teacher education and counseling psychology faculty members as well as the school based PDS personnel, we believe a more thorough examination of this collaboration will provide insights from actual practice to guide reform activities within SCDEs. To accomplish this goal of using the integration of counseling psychology into PDSs as a model for understanding SCDEs reform, we will: 1) review the problems experienced in PDSs, 2) outline

the history of the discipline of counseling psychology that is relevant to PDSs, and 3) describe the perceptions of the roles and functions of counseling psychology in PDSs from the perspective of teachers, administrators, teacher educators and counseling psychologists who are actively collaborating together in PDSs. Finally, lessons learned from the counseling psychology/teacher education collaboration in PDSs will be identified and used to create recommendations for SCDEs restructuring.

Problems Identified in PDSs Work

Significant concerns and problems have emerged as the work of PDSs has developed. The founders of the Holmes Group forecasted difficulties, and in fact, asserted "... small tries, concrete problems, shared values and high ambitions: This is the stuff of a Professional Development School" (Holmes group, 1990, p. 85). Naturally, during the process of inquiry and reflection, problems will and, even, should emerge if true reform is to take place (Dixon & Ishler, 1992). Radical change does not come without difficulties.

Teachers and university faculty alike talk about changes in classroom practices and school governance that occur so fast that established systems of communication and operation cannot effectively adapt (Forrest & Belcher, 1992). Communication within and between the school and university cultures is another issue that has gained attention in PDSs (Clift et al., 1990; Forrest & Belcher, 1992; Putnam & Belcher, 1992; Rosaen & Hoekwater, 1990). Implicit communication rules and patterns that have existed within school buildings and universities for decades are inadvertently challenged when different communication patterns of various PDS collaborators come together.

Another commonly reported concern in PDSs pertains to role conflicts and changes in roles (Clift et al., 1990; Forrest & Belcher, 1992; Putnam & Belcher, 1992; Rushcamp & Roehler, 1992). Regarding role conflicts Rushcamp and Roehler (1992) wrote,

> All participants met with conflict and dilemmas related to their new roles. The teachers found their new roles as researchers and managers of professional development activities sometimes conflicted with norms, perspectives, and expectations of the teacher role. ... the university researcher met with conflicts as they became teachers in classrooms. (p. 26)

The process of change, communication and shifting roles comprise the very substance of PDSs: the developing norms and values that support collaboration. A recent editorial in the Journal of Teacher Education stated that unless conflicting norms and values of the school and university cultures are resolved "the professional development school will become just another educational fad" (Ashton, 1992, p.2). Clearly, these issues warrant attention.

The Role of Counseling Psychology in PDSs

A major role for counseling psychologists in the school reform agenda is to explain and predict what happens psychologically to individuals and groups in the midst of change created by PDS collaborations and to assist individuals and groups to better understand themselves and others in the midst of these changes. We believe that counseling psychologists are well suited for this work because of their historical ties to SCDEs as well as their psychological skills and training.

Of the 60 counseling psychology doctoral programs accredited by the American Psychological Association (APA, 1990), over 80% are housed in SCDEs. In addition, 60% of the APA-approved programs are housed in universities that are institutional members of the Holmes Group (Holmes Group, 1990). Simply put, most counseling psychology programs and faculty share a home with university-affiliated PDSs.

Counseling psychologists specialize in developmental, educational and preventive interventions to decrease the likelihood of psychological problems (See Authier, Gustafson, Guerney, & Kasdorf, 1975; Fretz, 1982; Ivey, 1976; Morrill, Oetting, & Hurst, 1974; Rude, Weissberg, & Gazda, 1988; Sprinthall, 1990; Watkins, 1983). The "Specialty guidelines for the delivery of services by counseling psychologists" state that their services emphasize the "positive aspects of growth and adjustment.... with a developmental orientation" (APA, 1981, p. 654). According to Fretz (1982), ".. the basic training and main strategies remain focused on helping people cope with personal-social problems, improving adaptability to changing life needs, and developing a variety of problem-solving and decision-making capabilities" (p. 15).

Counseling psychologists' special competencies are accomplished by using the scientist-practitioner training model. According to Meara, Schmidt, Carrington, Davis, Dixon, Fretz, Myers, Ridley & Suinn (1988),

> the scientist-practitioner model is an integrated approach to knowledge that recognizes the interdependence of theory, research, and practice. The model emphasizes systematic and thoughtful analyses of human experiences and judicious application of the knowledge and attitudes gained from such analyses (p.368).

The professional training and skills of counseling psychologists fit well with the philosophy of PDSs. Both the Holmes Group and the counseling psychology profession advocate for inquiry through the merger of research and practice. The developmental, prevention, and adjustment lenses through which counseling psychologists view their work provides psychological theories and models for understanding the process of change for individuals and groups. Because counseling psychology as a discipline studies the various strategies people use to cope with change, and adjust to role conflicts and shifts, PDSs "win" when counseling psychologists join these interdisciplinary teams.

On the other side, counseling psychologists "win" by joining the collaborations in PDSs. As the educational reform efforts within K-12 schools and teacher education take hold, the changing priorities of SCDEs create a fluctuating environment for counseling psychology programs. In the midst of these shifts and changes in SCDEs, many counseling psychologists have suggested that counseling psychology's natural home is in SCDEs (Krumboltz, 1989) and recommend concerted, systematic, and "activist" efforts to educate non-counseling psychology faculty and administrators in SCDEs about the discipline of counseling psychology (Brooks, Elman, Fouad, Spokane, & Stoltenberg, 1989; Davis, Alcorn, Brooks & Meara, 1992; Lent, Lopez, & Forrest, 1988; Meara et al., 1988; Patton, 1991; Sprinthall, 1990; Walsh, 1992; Westefeld, Meadows, & Talbert, 1987; Zytowski, Cases, Gilbert, Lent & Simon, 1988).

To summarize, counseling psychology programs have: 1)the psychological expertise to address pressing concerns in PDSs, 2) an historical investment in the work of education through their commitment

to developmental, adjustment, and prevention models of psychological intervention, and 3) a need to be further integrated into SCDEs. These factors, taken together, support the integration of the discipline of counseling psychology into the PDS movement creating a win/win solution to complex problems.

Perceptions of Counseling Psychologists in PDS

The work and role of counseling psychologists involved in PDSs at one university are described below. Based on interviews, data were gathered from two sources: 1) PDS members in various roles (e.g., principal, teacher, teacher educator) and 2) counseling psychologists working in PDSs. Originally, we intended to present the data in a "we said, they said" format to highlight that continued dialogue leads to win/win outcomes. Because the "we said" and "they said" provided similar accounts of the role of counseling psychologists, the data from the two groups have been combined in the section that follows.

Data Collection. Semi-structured, open-ended, in-person interviews were conducted with school administrators, teachers, graduate students and teacher educators, all of whom worked in a PDS in which a counseling psychologist was also working. The purpose of the interviews was to understand the collaborators' perceptions of the actual and potential roles of counseling psychologists in PDSs.

Semi-structured interviews were also conducted with three faculty members and three doctoral students in counseling psychology who had been participating in PDS work. They worked in a variety of capacities within the PDSs, including 1) a consultant for communication processes, 2) a field supervisor for student teachers placed in a PDS 3) a building coordinator responsible for the leadership and management of a PDS

operation, and 4) a member of a team of school and community personnel thinking through community support for kids. Those interviewed were asked about their specific roles and responsibilities, the psychological issues they observed in PDSs, and critical incidents that helped them conceptualize their role as a counseling psychologist in PDSs.

Salient examples from the interviews are provided below. They are organized according to the three types of psychological interventions that counseling psychologists provide: remediation, development, and prevention.

Remediation. Remedial interventions are viewed by counseling psychologists as the most serious and difficult level of intervention, because problematic psychological processes already exist and are routinized in behavioral interactions. Examples noted below focus on the counseling psychologist's role in intervening in dysfunctional professional relationships by identifying unproductive psychological responses to change, and challenging entrenched, unhealthy patterns of interaction.

Stereotypical assumptions were reported by university and school based PDS members about their collaborators. These assumptions created rigid boundaries and unnecessary misunderstandings within PDSs. Those interviewed reported that counseling psychologists helped to identify beliefs and attitudes about role groups and problem behaviors that interfered with effective interactions.

The counseling psychologists who were interviewed spoke similarly about their remedial roles. Specifically, they identified dysfunctional beliefs about gender and power that were embedded in the group interactions. Counseling psychologists also mentioned beliefs and

behaviors related to the title of one's position such as principal, teacher, professor, graduate students, and the limitations created by these hierarchical titles for developing collaborative relationships. For example, in some PDSs, the counseling psychologists observed that teachers did not question statements made by the principal or professors, and that sometimes professors expected collaborating teachers to conduct themselves as if they were their students.

A more specific example of a remediation function came from a school group that reported their recent discovery that, as a building, they had created a "dysfunctional family." Although they described their relationships as caring, this group noted that they avoided conflict; they worked hard to keep interactions pleasant at all costs. There was little evidence of collegial support for challenging each other professionally. The principal of this school reported that, with the help of the counseling psychologist, the leadership team understand the benefits of challenge and conflict. Granted, at the outset team members reported feeling vulnerable and hurt when their ideas or beliefs were challenged, they also noted that they were able to come together in a stronger and more effective manner when they processed their conflicts more fully.

Interviewed counseling psychologists reported similar patterns at other sites. They noted that a pattern of avoiding conflict was well established and evident in contexts ranging from team meetings to individual encounters. No specific attention, at a systemic level, had been paid to effective conflict resolution. Using their understanding of remedial interventions, counseling psychologists strategic ways to

address and change dysfunctional, avoidant behavioral patterns of interaction at PDSs.

Development. Developmental interventions are designed to address the issues and concerns related to a specific stage of normal and healthy development for an individual or group. Most of the examples categorized under developmental interventions are related to teaching effective communication skills. PDS members reported valuing the counseling psychologist's ability to model, facilitate, and encourage more effective communication in PDSs.

Communication between and within the cultures that exist in the PDS context (school, university, and community) is heterogeneous. As these cultures come together to create greater levels of collaboration, counseling psychologists anticipated the developmental stages through which the groups would need to pass. Collaborators and counseling psychologists alike noted that everyone benefited from understanding better the communication strategies of their own and other cultures, and intentionally building communication skills to bridge the distance between school and university cultures. For instance, one principal reported that prior to PDS the faculty never processed "the process" of their interactions either socially or professionally. Once the PDS partnership began, the counseling psychologist created opportunities for the members of the leadership team to discuss their communication process, where it was working well and where it was in need of some help. These PDS leaders make links between the interpersonal process and its effect on the goals and outcomes of their collaborative work. The recognition of the benefits associated with taking time to debrief their interactions created a shared sense of a new culture, and a sense

of their readiness for the next step in their development as a group. They asked the counseling psychologist to take a more active role in commenting on their interaction as it happened rather than to intervene after the fact. The counseling psychologist took this opportunity to raise the next developmental step which was they could provide this intervention themselves.

Both the counseling psychologist and a leadership team at another site mentioned that the leadership team chose to focus on improving the clarity and honesty of their communication. Clarifying their understanding of what others had said became a regular part of the leadership group's interactions. The group appreciated how important it was to understand how, what and why people said what they said. After some practice, this leadership team expanded their concern for clarification in communication to the entire building staff. In this example, the counseling psychologist operated in a developmental fashion by providing knowledge and skill training that addressed the developmental stage of the PDS leadership team, thus assisting and supporting the change process.

Some administrators, teachers and teacher educators saw the counseling psychologist's role as one of providing reassurance. They reported that when the counseling psychologists assured them that feelings such as fear, anxiety, apprehension, and stress, were appropriate and natural for people in the midst of change, they were able to accept their reactions and move forward constructively. Counseling psychologists facilitated dialogue about the frustrations, humiliation, discouragement, and anger experienced during times of change. Counseling psychologists articulated the need to validate

participants' affective experiences as an important developmental step in the change process.

Counseling psychologists likewise commented on their abilities to address resistance to change. They perceived the resistance not as a rebellion against an idea or philosophy, but a protective stance rooted in feelings of fear and uncertainty. Rapid changes and new approaches to curriculum design and teaching called into question previous philosophies, styles, techniques, and values. PDS members felt threatened that the presence of PDS projects suggested that what they had been doing, and how they had been thinking about education was somehow "wrong." Counseling psychologists were able to normalize the hesitancy expressed by site based professionals.

Prevention. Teachers, principals and teacher educators reported that they received help from counseling psychologists to explore in advance planned changes and how they might respond individually and interpersonally. By anticipating responses, potential problems were identified and adjustments made to avoid problematic situations. Some PDS leadership teams requested help to better understand how to make decisions together for the good of the whole group, without threatening or alienating other teachers or administrators. Other PDS personnel reported a need to operationally define how to collaborate, given their new and dynamic roles, before ineffective patterns became entrenched. The counseling psychologists were able to ask questions and provide psychological information to help PDS members anticipate the various responses of participants to proposed changes, thus creating a framework for thoughtful planning. The presence of counseling psychologists

provided an understanding of how to avoid unnecessary conflict and prevent interpersonal problems.

Reform Needed to Support Counseling Psychologist's Work in PDSs

A national survey by Bernstein, Golston and Forrest (1992) of counseling psychology faculty is particularly informative about reforms needed to support the work of counseling psychologists working in PDSs. Results indicated that although surveyed counseling psychology faculty reported substantial interest and commitment to K-12 issues in their research, and held an almost unanimous view that the profession could make significant contributions to the reform of K-12 education, sizable obstacles existed to hinder such efforts. Respondents noted that currently the profession lacks publication outlets that value K-12 related research and furthermore, that support, whether it be financial, administrative or collegial, for their involvement in school issues has been minimal. Although respondents reported that their K-12 work was beneficial to their college, department and program, 52% reported that their association with K-12 activities was detrimental to them as individuals professionally. The authors concluded that the data suggest a polarity: "many counseling psychology faculty support a greater involvement in K-12 issues, but fear a variety of professional roadblocks to such involvement that is imposed by the profession itself" (p. 26-27). The individual counseling psychology faculty member "caught in this double-bind" must decide whether to risk being more involved in K-12 issues and "jeopardize their professional futures within counseling psychology" (p.27).

Lessons Learned/Recommendations for SCDEs Reform

Working together as teacher educators and counseling psychologists in PDSs has created opportunities for us to reflect on the structure of our institutions. These observations and reflections might be helpful to the reform and restructuring of SCDEs. We view our work in PDSs as leading the way to SCDE reform by providing insight into issues and problems. These insights provide a framework to better understand the types of reform and restructuring needed in SCDEs.

The more informal, and newly developing nature of PDSs creates an environment that is receptive and open to collaborations across disciplines. Prior to PDSs, collaborations across disciplines had occurred in the college of education, yet never as fully as in the PDSs where we integrated theory, research and practice. We learned about each others' disciplines, while participating in the "everyday" practice of our disciplines, thus we were able to know each others work not only theoretically and empirically, but practically. These experiences suggest that more fluid boundaries between departments and disciplines need to be a high priority in the restructuring of SCDEs as well as attention to the integration of all aspects of faculty work (theory, research and practice).

Knowing the content of other disciplines also enriches our instruction. Teacher educators experienced the benefits of the content expertise of counseling psychologists in PDSs, such that they requested that counseling psychology faculty members be added to each of the teacher education curriculum development teams. The original configuration of the curriculum development teams did not have representatives from counseling psychology, yet they had representatives

from all of the major content areas in teacher education and educational psychology. Thus collaboration in the field helped teacher educators realize that they wanted to extend these benefits to preservice teachers by including content about individual and group psychological processes in their courses. SCDEs need to restructure so that cross discipline teams are responsible for the development and implementation of the curriculum.

Evaluation is another major issue that we have discussed at length. We are not alone in being concerned about how faculty annual reviews and the tenure and promotion process limit our potential for fully engaging in school reform and truly collaborative work (Lawson, 1990; Prawat, 1992; Stoddart et al., 1992). We have identified 7 issues under the category of faculty evaluation. 1) The evaluation system needs to acknowledge the complexity of collaborative research conducted across disciplines and institutions. It takes longer for groups to agree on the questions of importance, the methods for studying the questions, etc. especially when group members come from different backgrounds. Time frames for evaluation may need to be extended to accurately represent the reality of this work. 2) Standards for evaluating field-based and applied research need to be developed separate from experimental design research. 3) Those faculty who integrate their service, teaching and research should receive the highest merit (Prawat, 1992); they have tackled a more difficult problem than faculty whose research is separate from their service and teaching. 4) Historically, the evaluation of faculty service activities has not warranted serious review, consequently we do not have time honored traditions that help us distinguish between truly great service, and other levels of quality in

faculty service. These traditions need to be developed. 5) For faculty working in PDSs, their closest collaborators are school-based personnel who have not traditionally used the written format to communicate, consequently if we want to include these players in the evaluation process, we will need to develop non-written formats for evaluating faculty work. 6) Because publication outlets may not exist within some SCDE faculty members disciplines and journal editors may be serving as gatekeepers on controversial reform topics, we need to develop evaluation strategies that acknowledge these problems. 7) Because some disciplines housed within SCDEs are less engaged on a national level in school reform and restructuring, individuals writing outside letters of evaluation for tenure and promotion need to be selected with care. Rethinking the faculty evaluation process and developing evaluation strategies that support school and SCDE reform need to be a major focus of any SCDE restructuring plan.

We have described in some detail our counseling psychology/teacher education collaboration in PDSs as a model from which to generate ideas about changes to consider in the restructuring of SCDEs. This model provides insights into SCDE reforms that would support further collaborations between counseling psychology and teacher education. These insights may have generalizability beyond counseling psychology and teacher education collaborations, they may be useful to others in SCDEs.

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